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Gülnur Candan HAMURCU ¹
Nazif TÜRKMEN ²

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¹ Assist. Prof. Dr., Erciyes University/Faculty of Education, Kayseri, Türkiye, gcandan@erciyes.edu.tr

² Director, Public Education Center Deputy, Ministry of Education, Kayseri, Türkiye, nazif_turkmen@hotmail.com

Investigation of Public Education Center Administrators' Life-wide Learning Habits in terms of Various Variables

Gülnur Candan HAMURCU <https://orcid.org/0000-0001-6828-4538> 

Nazif TÜRKMEN <https://orcid.org/0009-0002-0996-727X> 

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ABSTRACT

The aim of this research is to examine the life-wide learning habits of public education administrators in terms of various variables. In this study, the survey model was used to determine an existing situation. The research population consists of public education center administrators working throughout Turkey. The sample of the research consisted of 393 public education center administrators working in public education centers in the 2022–2023 academic year. The stratified sampling method was used to determine the sample representing 7 regions of Turkey. The data of the study were obtained using the “Life-wide Learning Habits Scale”. In the analysis process, descriptive statistics were calculated for the whole scale and subdimensions. Independent group t-test was performed to compare groups according to gender and marital status. One-way analysis of variance (ANOVA) was used to determine whether the life-wide learning habits of administrators differ according to professional seniority and educational status. The Tukey test was used to identify from which groups the differences between the groups originated. According to the results of the research, life-wide learning habits of administrators were at a high level. The life-wide learning habits of administrators differed significantly according to gender, marital status, and professional experience. It was determined that there was no significant difference according to the education status of administrators.

Keywords: public education, administrator, life-wide learning, life-wide learning habits, lifelong learning.



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Introduction

Changes occur at a dizzying rate in today's world, especially in science and technology. All these changes have led people to seek and discover knowledge. To meet the requirements of the age, people should constantly renew and improve themselves. As a result of all these, people's need to learn has become unrestricted to certain periods of life. In particular, the European Union process, globalization movements, and the developments in the Bologna process have accelerated the developments in the field of education. Even the most developed countries of the world have sought to increase continuity in education (Ayçiçek & Yanpar Yelken, 2016), which necessitates lifelong learning.

Lifelong learning occurs in every moment of life. Lifelong learning is all the learning activities that a person engages in throughout life with the aim of improving knowledge, skills, behaviors, interests and abilities (MoNE, 2009). Lifelong learning may be regarded as “The process in which individuals, educators, schools, communities and countries support, stimulate and promote learners to obtain knowledge, skills and abilities across their lifetime with the help of formal, non-formal and informal education to fulfill the requirements of the workforce and the individuals’ curiosity” (Reyes-Fournier, 2017, 2). Lifelong learning, as the name suggests, simply implicates what an individual learns throughout life (Clark, 2005). Aksoy (2013, 36), on the other hand, defines lifelong learning as “Formal, non-formal, experience-based learning activities that individuals participate in throughout their lives in order to identify their interest and to develop their knowledge-skills-attitudes, behaviors, and competences, and documentation of what is obtained as a result of these activities”.

To adjust to the changes in the field of education in today's digital age, another phenomenon, which most developed countries have realized the importance and made it an education policy, is life-wide learning (Türkmenoğlu & Aslandağ, 2021). Life-wide learning emphasizes the advantages of on-the-job training, seminars, and new experience with many applications that improve the ability of the learner (Skolverket, 2000). One of the most basic skills that individuals should have to adjust to the ever-changing and developing world is the ability to learn throughout life. In today's world, individuals who only have knowledge in their own field are not considered sufficient. The globalizing world seeks a human profile of qualified individuals who are capable of making their presence felt in all areas of life and possess diverse knowledge and experiences (Aslandağ-Soylu, 2013). Jackson (2011, 12-13) defines life-wide learning as “A type of simultaneous and multiple learning, which learners perform in real learning environments, which enables their experience-based and holistic development, which covers many different areas of life, and which enables individuals to become aware of their own abilities, qualities, values and tendencies”. On the basis of the phenomenon of life-wide learning lies the fact that continuous learning occurs independently of time and place. In today's digital age, the thought that education should be given in certain places, in certain age groups, and in certain time periods is taken over by the life-wide learning approach with an unlimited learning approach independent of time and place (Ayçiçek & Yanpar Yelken, 2016). Life-wide learning opposes the one-dimensional view of learning. This supports the idea that individuals should have experience in different fields to improve themselves without a predetermined curriculum.

Lifelong learning does not occur in a linear sense since it does not take place only at schools, specific locations, or even time. It may be more accurate to regard the lifelong learner as an “explorer” rather than a “student” in the traditional sense. Life-wide learning supports the idea that learning may take place at any time and at any place (Reyes-Fournier, 2017). As the term implies, lifelong learning is learning from cradle to grave. Life-wide learning, on the other hand, is learning in various settings at the same time; in other words, it is actually learning across a person's life at any moment in time (Barnett, 2011: 24).

Lifelong learning can be considered as a holistic approach of education that is comprised of two dimensions (Skolverket 2000): “Lifelong learning, recognizing that individuals learn throughout a lifetime, and life-wide learning, recognizing the formal, non-formal, and informal settings.” The lifelong dimension does not pose a problem, as it simply implies what an individual learns from the cradle to the grave. The life-wide dimension is more complicated because it comprises an extensive number of learning environments and settings (Clark, 2005). Life-wide learning aims to complete the

issues that schools lack in meeting, such as the social life skills of the individual and the needs of the society. For this reason, non-formal education institution administrators, which are institutions that provide education after school, will have crucial duties in developing a positive attitude toward learning.

Considering the historical development of life-wide learning, although it is not a very new concept, it is a relatively new concept for our country. Non-formal education administrators, who work at institutions providing adult education, need to be willing to innovate and learn so as to be a role model for teachers and learners. In order for education to last a lifetime, people should be able to continue their education after formal education, which can be realized through public education institutions. In our world where continuous change and development is experienced, people need to renew and develop themselves, either through non-formal education institutions or in different settings and places, regardless of their level of education (Kaya, 2015). As it is important for all individuals, life-wide learning is also crucial for non-formal education institution administrators. Non-formal education administrators also need to have high life-wide learning skills. Public education administrators can develop their current potential and gain a new vision for the institutions they manage through life-wide learning. Public education centers perform a crucial task for the settlements where they operate. It is of great importance for administrators working in public education centers to have life-wide learning skills, both for their own development and for the development of the institution. For these reasons, it is important to investigate the competencies and qualifications of public education administrators in the context of life-wide learning habits.

Life-wide learning is a phenomenon that has just gained value for our country. A comprehensive review of the relevant literature has revealed that there are very few studies conducted in Turkey (Aslandağ-Soylu, 2013; Ayçiçek, 2016; Türkmenoğlu & Aslandağ, 2021; Yıldırım, 2020) on life-wide learning. When the studies are examined, there is no study done specifically with public education administrators as education administrators. In this respect, it can be said that the study will be an original study in the literature.

The aim of this study was to reveal the life-wide learning competencies of administrators working in public education centers according to various variables. In this direction, the following sub-problems were sought:

1. What is the level of life-wide learning habits of public education administrators?
2. Do the life-wide learning habits of public education administrators differ in terms of gender?
3. Do the life-wide learning habits of public education administrators differ in terms of their marital status?
4. Do the life-wide learning habits of public education administrators differ in terms of their professional experience?
5. Do the life-wide learning habits of public education administrators differ in terms of their educational status?

Methods and Materials

Research Model

In this study, which aims to examine the life-wide learning habits of administrators working at public education centers according to different variables, the survey model was employed to determine the existing situation. In the survey model, past or present situations are described as they are. The important thing in this model is to reflect the existing situation as it is without changing it (Karasar, 2011).

Population and Sample

The population of the research consists of administrators working at public education centers throughout Turkey. 393 administrators who worked in public education centers in the 2022-2023 academic year were identified as the sample of the research. Stratified sampling was used while determining the sample to represent each region. Stratified sampling is a sampling method that determines subgroups in the population and provides their representation in the sample according to their ratios in the population size (Büyüköztürk et al., 2021).

As of the 2022-2023 academic year, there are 175 Public Education Centers in the Marmara Region, 132 in the Aegean Region, 114 in the Mediterranean Region, 177 in the Central Anatolia Region, 189 in the Black Sea Region, 121 in the Eastern Anatolia Region, and 89 in the Southeastern Anatolia Region. There are 524 public education center administrators in the Marmara Region, 397 in the Aegean Region, 344 in the Mediterranean Region, 529 in the Central Anatolia Region, 570 in the Black Sea Region, 360 in the Eastern Anatolia Region, and 267 in the Southeastern Anatolia Region.

69 of the public education center administrators included in the study group are in the Marmara Region; 49 of them are in the Aegean Region; 45 of them are in the Mediterranean Region; 71 of them are in the Central Anatolia Region; 74 of them are in the Black Sea Region; 49 of them are in the Eastern Anatolia Region; 36 of them work in public education centers in the Southeastern Anatolia Region.

Table 1. Demographic Features of the Participants

		f	%
Gender	Female	147	37,4
	Male	246	62,6
Marital status	Married	275	70
	Single	118	30
Years of experience	1-5 Years	97	24,7
	6-10 Years	48	12,2
	11-15 Years	83	21,1
	16-20 Years	75	19,1
	21 years and above	90	22,9
Educational statue	Undergraduate	349	88,8
	Postgraduate	38	9,7
	Doctorate	6	1,5
TOTAL		393	100

As seen in Table 1, 147 of the participants were women (37.4%); 246 of them were male (62.6%). Considering the marital status of the administrators, 275 (70%) are married and 118 (30%) are single. As for the professional seniority distribution, 97 (24.7%) of the administrators have 1-5 years of seniority; 48 (12.2%) of them have 6-10 years of seniority; 83 (21.1%) of them have 11-15 years of seniority; 75 (19.1%) of years of seniority; 90 (22.9%) of them have 21 or more years of seniority. When the educational status of the administrators is examined, it is seen that 349 (88.8%) of them are undergraduates, 38 (9.7%) of them are postgraduates, and 6 of them (1.5%) are doctoral graduates.

Data Collection Tools

The data of the study were collected with “Life-wide Learning Habits Scale”, which was developed by Aslandağ-Soylu (2013) to ascertain the life-wide learning habits of instructors. Cronbach’s Alpha coefficient was 0.88, KMO value was 0.85, and total explained variance value was 55,915 for the

original scale. The first part consists of demographic information and the second part consists of 33 items. It is a five-point Likert-type scale scored as “I totally agree (5)”, “I agree (4)”, “I am undecided (3)”, “I do not agree (2)”, “I totally disagree (1)”. In the scale, 1-8 items form the “Professional Development Habits” dimension, 9-13 items form the “Leadership Habits” dimension, 14-19 items form the “Care-Based Habits” dimension, 20-23 items form the “Cultural Interaction Habits” dimension, 24-26 items form the “Leisure Time Habits” dimension, and 27-33 items constitute the sub-dimensions of “Problem Solving Habits”. The reliability coefficient for the Professional Development Habits sub-dimension of the scale was 0.88; the reliability coefficient of the Leadership Habits sub-dimension was 0.83; the reliability coefficient for the Care-Based Habits sub-dimension was 0.66; the reliability coefficient of the Cultural Interaction Habits sub-dimension was 0.78; the reliability coefficient of the Leisure Habits sub-dimension was 0.58; and the reliability coefficient of the Problem Solving Habits sub-dimension was determined as 0.90. In line with the obtained data, it can be accepted that the scale has high reliability. The Cronbach's alpha reliability coefficient for the whole scale was found to be 0.91 in this research. With the permission of the researcher who developed the scale, it was decided to use it as a data collection tool.

Data Collection

The data of the study were collected by applying the “Life-wide Learning Habits Scale” to public education administrators working in the 2022-2023 academic year. The scales were delivered to the administrators via a Google Form. Necessary ethical permissions were obtained for the application of the data collection tool in this study. The link of the scale, which was prepared as a Google form, was sent to the managers via e-mail. They were asked to fill in the form on a voluntary basis.

Analysis of Data

The data obtained from the "Life-wide Learning Habits" scale were analyzed using the SPSS-23 program. “Kolmogorov–Smirnov” test was conducted to detect whether the data showed the characteristics of a normal distribution. As the p-value calculated for the data was larger than the significance level, it was concluded that the data followed a normal distribution. In the study, “Independent samples t-test” were used for comparisons between two groups (gender, marital status). In the study, “one-way analysis of variance (ANOVA)” was conducted in comparisons of more than two groups (professional seniority, educational status). The results of “Tukey test” showed from which groups the differences between the groups originated.

Ethical Considerations

In this study, all rules stated to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions stated under the title "Actions Against Scientific Research and Publication Ethics", which is the second part of the directive, were not taken.

Ethical review board name: Erciyes University Social and Human Sciences Ethics Committee.

Date of ethics review decision: 25.04.2023

Ethics assessment document issue number: 176

Findings

Findings Regarding the First Sub-Problem of the Study

The descriptive statistics of the first sub-problem, which is stated as “What is the level of life-wide learning habits of public education administrators?”, are presented in Table 2.

Table 2. The Arithmetic Mean and Standard Deviation of The Scores of Administrators Working at the Public Education Centre Regarding Life-Wide Learning Habits

Factors	N	Min.	Max.	X	Sd
Total Scale	393	110,00	165,00	140,75	12,62
Professional Development Habits	393	31,00	40,00	37,84	2,79
Leadership Habits	393	10,00	25,00	21,20	3,13
Care-Based Habits	393	17,00	30,00	26,43	2,54
Cultural Interaction Habits	393	7,00	20,00	15,59	2,97
Leisure Time Habits	393	4,00	15,00	8,29	2,44
Problem Solving Habits	393	23,00	35,00	31,37	3,30

When Table 2 was examined, it was seen that the lowest score was 110.00, the highest score was 165.00, and the mean score for the whole scale was $\bar{x}=140.75$. In the "Professional Development Habits" dimension of the scale, it was seen that the lowest score was 31, the highest score was 40, and the mean of the dimension was $\bar{x}=37.84$. In the "Leadership Habits" dimension, it was seen that the lowest score was 10, the highest score was 25.00, and the mean of the dimension was $\bar{x}=21.20$. The lowest score was 17.00, the highest score was 30, and the mean of the dimension was $\bar{x}=26.43$ in the "Care-Based Habits" dimension. For the dimension of "Cultural Interaction Habits", the lowest score was 7.00, the highest score was 20.00, and the mean of the dimension was $\bar{x}=15.59$. In the "Leisure Time Habits" dimension, the lowest score was 4.00, the highest score was 15.00, and the mean of the dimension was $\bar{x}=8.29$. In the dimension of "Problem Solving Habits", the lowest score was (23.00), the highest score was (35.00), and the dimension mean was $\bar{x}=31.37$.

Findings Regarding the Second Sub-Problem of the Study

"Independent samples t-test" analysis was conducted to determine whether the life-wide learning habits of public education administrators differ statistically according to their gender. The findings of the analysis are presented in Table 3.

Table 3. t-test Results Regarding the Statistical Differentiation of Life-wide Learning Habits of Public Education Administrators according to Their Genders

Dimensions	Gender	N	X	Sd	t	p
Life-wide learning habits	Male	246	142,63	11,99	3.89	.000
	Female	147	137,60	13,04		
Professional Development Habits	Male	246	38,58	2,23	6.51	.000
	Female	147	36,62	3,20		
Leadership Habits	Male	246	21,44	3,16	1.92	.055
	Female	147	20,81	3,05		
Care-Based Habits	Male	246	26,80	2,38	3.88	.000
	Female	147	25,79	2,68		
Cultural Interaction Habits	Male	246	15,64	3,02	.426	.671
	Female	147	15,51	2,89		
Leisure Time Habits	Male	246	8,26	2,33	-.351	.726
	Female	147	8,35	2,62		
Problem Solving Habits	Male	246	31,89	3,15	4.132	.000
	Female	147	30,50	3,36		

Table 3 shows that the total mean score of life-wide learning habits of male administrators was 142.63, and the mean total score of life-wide learning habits of female administrators was 137.60. The t-value calculated for the significance of the difference between the means of the groups ($p=.000$, $t=3.89$; $p<.05$) showed that the gender groups differ from each other in a meaningful way in favor of male administrators. In the professional development habits sub-dimension, a significant difference was found between male administrators' scores ($X=38.58$, $Sd=2.23$) and female administrators' scores ($X=36.62$, $Sd=3.20$) in favor of male administrators ($p=.000$, $t=6.51$; $p<.05$). In the care-based habits sub-dimension, a significant difference was found between male administrators' scores ($X=26.80$, $Sd=2.38$) and female administrators' scores ($X=25.79$, $Sd=2.68$) in favor of male administrators ($p=.000$, $t=3.88$; $p<.05$). In the problem-solving habit sub-dimension, a significant difference was found in favor of male administrators ($p=.000$, $t=6.51$; $p<.05$). It was identified that there was no significant difference according to gender in the other sub-dimensions of the scale: leadership habits ($p=.055$, $t=1.92$; $p>.05$), cultural interaction habits ($p=.671$, $t=.426$; $p>.05$), leisure time habits ($p=.726$, $t=-.351$; $p>.05$).

Findings Regarding the Third Sub-Problem of the Study

“Independent samples t-test” analysis was conducted to reveal whether the life-wide learning habits of public education administrators differ statistically according to their marital status. The findings of the analysis are presented in Table 4.

Table 4. t-test Results Regarding the Statistical Differentiation of Life-wide Learning Habits of Public Education Administrators According to Their Marital Status

Dimensions	Marital Status	N	X	Sd	t	P
Life-wide learning habits	Married	275	139,84	12,86	-2.188	.029
	Single	118	142,87	11,82		
Professional Development Habits	Married	275	37,62	2,93	-2.645	.009
	Single	118	38,37	2,39		
Leadership Habits	Married	275	21,18	3,21	-.188	.851
	Single	118	21,25	2,95		
Care-Based Habits	Married	275	26,39	2,59	-.443	.658
	Single	118	26,51	2,44		
Cultural Interaction Habits	Married	275	15,34	2,91	-2.497	.013
	Single	118	16,16	3,05		
Leisure Time Habits	Married	275	8,05	2,40	-3.086	.002
	Single	118	8,87	2,45		
Problem Solving Habits	Married	275	31,24	3,37	-1.293	.197
	Single	118	31,6949	3,11		

Table 4 reveals that the total mean score of life-wide learning habits of married administrators was 139.84, and the mean of single administrators was 142.87. The t-value calculated for the significance of the difference between the means of the groups ($p=.029$, $t=-2.188$; $p<.05$) showed that there was a statistically significant difference between the total score means of the life-wide learning habits of the administrators in favor of single administrators.

In the professional development habits sub-dimension, a significant difference was found between the scores of married administrators ($X=37.62$, $Sd=2.93$) and those of single administrators ($X=38.37$, $Sd=2.39$) in favor of single administrators ($p=.009$, $t=-2.645$; $p<.05$). In the sub-dimension of cultural interaction habits, a significant difference was detected between the scores of married administrators ($X=15.34$, $Sd=2.91$) and those of single administrators ($X=16.16$, $Sd=3.05$) in favor of single administrators ($p=.013$, $t=-2.497$; $p<.05$). In the leisure time habits sub-dimension, a significant difference was found between the scores of married administrators ($X=8.05$, $Sd=2.40$) and the scores of single administrators ($x=8.87$, $Sd=2.45$) in favor of single administrators ($p=.002$, $t=-3.086$; $p<.05$).

Findings Related to the fourth Sub-Problem of the Study

“One-way analysis of variance (ANOVA)” was conducted to reveal whether the life-wide learning habits of public education administrators differ statistically according to their seniority. The findings of the analysis are given in Table 5.

Table 5. N, X, and Sd Values of Public Education Administrators for Life-wide Learning Habits

Life-wide learning habits	N	X	Sd
1)1-5 Years	97	142,6701	11,96934
2) 6-10 Years	48	141,7500	12,44648
3) 11-15 Years	83	142,6506	10,61917
4) 16-20 Years	75	142,5733	9,86007

5) 20 Years and above 90 134,9000 15,34403

Table 5 shows that the highest mean score belongs to the administrators with a seniority of 1-5 years ($\bar{x}=142,6701$), followed by those with 11-15 years of seniority ($\bar{x}=142.6506$), 16-20 years of seniority ($\bar{x}=142.5733$), 6-10 years of seniority ($\bar{x}=141.75$), and lastly with a seniority of 20 years or more ($\bar{x}=134,90$). The results of variance analysis regarding the life-wide learning habits of public education administrators are presented in Table 6.

Table 6. Variance Analysis Results Regarding Life-wide Learning Habits of Public Education Administrators

Life-wide learning habits	Sum of Squares	df	Mean Square	F	P	Meaningful difference
Between Groups	4034,792	4	1008,698	6,698	,000	1>5
Within Groups	58429,757	388	150,592			2>5
Total	62464,550	392				3>5 4>5

When Table 6 was examined, the F value ($F=6.698$; $p<.05$) calculated for the life-wide learning habits of public education administrators indicated that the groups differed significantly from each other at the level of .05. When the difference between the life-wide learning habits scores of public education administrators was examined with the TUKEY test, it was identified that there was a significant difference at the level of .05 between the administrators with seniority of 20 years and above and the administrators with seniority of 1-5 years, 6-10 years, 11-15 years, and 16-20 years. According to this finding, life-wide learning habits scores of administrators with a seniority of 20 years or more are significantly lower than those of the other administrators.

Findings Related to the Fifth Sub-Problem of the Research

One-way analysis of variance (ANOVA) was conducted to reveal whether the life-wide learning habits of public education administrators differ statistically according to their educational status. The findings of the analysis are given in Table 7.

Table 7. N, X and Sd Values of Public Education Administrators' Life-wide Learning Habits

Life-wide learning habits	N	X	Sd
Undergraduate	349	140,42	12,73
Postgraduate	38	142,73	12,03
Doctorate	6	147,50	6,02

Table 7 shows that the highest mean belongs to administrators who have a doctorate degree ($\bar{x}=147.50$), followed by those with master's degree ($\bar{x}=142,735$) and those with undergraduate degree ($\bar{x}=140.42$). The results of variance analysis regarding the life-wide learning habits of public education administrators are given in Table 8.

Table 8. Variance Analysis Results Regarding Life-wide Learning Habits of Public Education Administrators

Life-wide learning habits	Sum of Squares	df	Mean Square	F	P
Between Groups	460,443	2	230,222	1,448	,236
Within Groups	62004,106	390	158,985		
Total	62464,550	392			

When Table 8 was examined, the F value ($F=1.448$; $p>.05$) calculated according to the life-wide learning habits of public education administrators indicated that there was no significant difference at the level of .05 between the groups in the relevant dimension.

Discussion and Conclusion

In this study, life-wide learning habits of administrators working in Public Education Centers affiliated to the General Directorate of Lifelong Learning were analyzed and it was determined how life-wide learning habits differ in terms of some variables. Due to the limited number of studies on life-wide learning, lifelong learning studies, which are closely related to the subject, have also been examined.

In relation to the first sub-problem of the research, the level of life-wide learning habits of public education administrators was examined. According to the means calculated for life-wide learning habits, it was found that public education administrators' perceptions on life-wide learning habits were high. Aslandağ-Soylu (2013), in his doctoral study, determined that the life-wide learning habits of the instructors and learners at the faculty of education were at a high level. Similarly, Ayçiçek and Yanpar-Yelken (2016) determined that instructors had high perceptions of life-wide learning habits. Yıldırım (2020) determined that the life-wide learning habits of non-staff master trainers were quite high. A literature review has revealed that there are many studies with similar findings (Ayaz, 2016; Çam & Üstün, 2016; Kılıç, 2015; Şahin & Arcagök, 2014; Tanatar, 2017; Türkmenoğlu & Aslandağ, 2021; Yavuz-Konokman & Yanpar-Yelken, 2014). Şahin, Akbaşlı and Yanpar-Yelken (2010) and Evin-Gencil (2013) determined that pre-service teachers perceived themselves sufficient in lifelong learning. Jovanova-Mitkovska and Hristovska (2011) found that pre-service teachers had lifelong learning competencies Macedonia. Doğan and Kavtelek (2015) determined that lifelong learning administrators' perception level of lifelong learning was highly positive. Pınarcık et al. (2016) determined in their study that pre-school teachers perceived themselves sufficient in lifelong learning. However, the results of some studies in the literature do not show similarity with the results of these studies. Tunca, Alkın Şahin and Aydın (2015) identified that pre-service teachers' perception of lifelong learning is low. Diker-Coşkun (2009) and Coşkun and Demirel (2012) found that university students had a low level of lifelong learning tendencies.

In the “professional development sub-dimension”, the scores of public education administrators were quite high. This shows that administrators follow current practices to do their jobs in the best way and try to be an effective and efficient administrators. The perceptions of professional development habits, leadership habits, care-based habits, cultural interaction habits, and problem-solving habits of public education administrators were quite high. We can say that they contribute to their personal development by improving themselves on these sub-dimensions. The fact that their leadership habits were high indicates that they use the experience they have gained in the field for their personal development as they work as administrators. It was concluded that the problem-solving habits of the administrators were also quite high. In this case, it shows that administrators can effectively cope with problems by turning crises, problems, and threats to opportunities. Moreover, university lecturers (Aslandağ-Soylu, 2013; Ayçiçek, 2016), teachers (Türkmenoğlu & Aslandağ, 2021), and non-staff master trainers (Yıldırım, 2020) exhibit positive attitudes toward activities related to “problem solving, professional development, cultural interaction, leadership and care-based habits.” In the research, it was seen that the scores of the leisure time habit sub-dimension were lower than those of the other sub-dimensions. This situation may result from the fact that public education centers have a heavy workload and thus the administrators cannot spare time to improve themselves in this area. Similarly, Aslandağ-Soylu (2013), Türkmenoğlu and Aslandağ (2021) and Yıldırım (2020) stated that university instructors, teachers, and non-staff master trainers did not actively participate in leisure activities.

Within the framework of these findings, it can be expressed that the life-wide learning habits of the administrators are quite high and they are aware of what criteria they should have in order to contribute to their personal development. The fact that public education administrators have high life-wide learning habits is related to both their being administrators and the constant change in the needs of the target group they address. They should follow all these changes and developments in science and

technology and contribute to their personal development. It is foreseen that it will be beneficial for them to transmit the knowledge, experience and achievements that administrators have gained about life-wide learning habits to their colleagues and adults with whom they work.

With regard to the second sub-problem of the research, it was examined whether the life-wide learning habits of public education administrators differ according to gender. In the study, it was concluded that the life-wide learning habits of the administrators differed significantly according to the gender-independent variable in favor of male administrators. On the other hand, Coşkun and Demirel (2012) in their studies with university students and Evin-Gencil (2013), İzci and Koç (2012) with pre-service teachers concluded that female participants had higher lifelong thinking tendencies. In the literature there are studies with the results that teachers (Ayaz, 2016; Çam & Üstün, 2016; İleri, 2017; Poyraz, 2014; Şahin, Akbaşlı & Yanpar-Yelken, 2010; Şahin & Arcagök, 2014; Tunca, Alkın Şahin & Aydın, 2015; Türkmenoğlu & Aslandağ, 2021; Yaman & Yazar, 2015; Yılmaz, 2016), instructors (Aslandağ-Soylu, 2013; Ayçiçek, 2016) and pre-service teacher (Oral & Yazar, 2015) do not differ significantly from each other by gender in terms of life-wide learning habits.

When the sub-dimensions were examined in terms of gender, a meaningful difference was detected in the sub-dimensions of care-based habits, leadership habits, professional development habits, and problem-solving habits. It was concluded that these differences favored male administrators. It was concluded that the subdimensions of leadership habits, cultural interaction, and leisure habits did not differ significantly according to gender. In Yıldırım (2020) study, the mean of male master trainers in the sub-dimension of professional development habits, leadership habits, cultural-based habits, leisure habits, and problem-solving habits was higher than the mean of female master trainers, and in the sub-dimension of care-based habits, the mean of female master trainers was higher than male master trainers. Similarly, Türkmenoğlu and Aslandağ (2021) determined that there was a significant difference in favor of women in the sub-dimension of care-based habits and a difference in favor of men in the sub-dimension of leadership habits.

In line with the third sub-problem of the research, it was examined whether the life-wide learning habits of public education center administrators differ according to their marital status. According to the results of the research, it was concluded that the life-wide learning habits of the administrators differed significantly according to their marital status in favor of the single administrators. Similar to this result, Pınarcık et al. (2016) found a significant difference in favor of single teachers in the sub-dimensions of teachers' social and civic competences and entrepreneurship. Unlike this result, Abbak (2018), Çam and Üstün (2016), and Poyraz (2014) determined that lifelong learning competencies do not differ according to marital status.

When the sub-dimensions were examined in terms of marital status, it was concluded that the significant difference in the sub-dimensions of professional development habits, leisure habits, and cultural interaction habits favored single administrators. Türkmenoğlu and Aslandağ (2021) found significant differences in favor of the singles in the sub-dimension of cultural interaction habits and leisure habits, and in favor of married people in the sub-dimension of care-based habits. In his study, Yıldırım (2020) revealed that while the mean of single master trainers was high on the whole scale, the mean of married master trainers was high on the care-based habits sub-dimension. Contrary to the findings of the present study, Ayçiçek (2016) determined that the life-wide learning habits of the instructors did not make a significant difference according to their marital status.

In line with the fourth sub-problem of the research, it was examined whether the life-wide learning habits of public education administrators differ according to seniority. According to the results of the research, it was concluded that the life-wide learning habits of the administrators differed significantly according to their seniority. According to the life-wide learning habits of public education center administrators, the highest mean score belongs to administrators with 1-5 years of seniority, followed by administrators with 11-15 years of seniority, administrators with 16-20 years of seniority, administrators with 6-10 years of seniority, administrators with 5-10 years of seniority, and the lowest mean belongs to the administrators with a seniority of 20 years or more. Similar to the results of the research, Kılıç (2015) determined in his study that the lifelong learning tendencies of teachers working

for more than 20 years were lower. Similarly, Şahin and Arcagök (2014) concluded that the lifelong learning competencies of teachers with 31 years or more professional experience were lower in terms of acquiring knowledge and digital competencies. Yaman and Yazar (2015) found in their study that teachers with 6-10 years of seniority had a higher tendency to learn throughout life. Johnstone (1965) stated that generally those under the age of 40 participate in adult education activities. Different from these results, Yıldırım (2020) determined in his study that the highest mean belonged to the master trainers who worked for 25-30 years, and the lowest belonged to the master trainers who worked for 5-10 years. Türkmenoğlu and Aslandağ (2021), on the other hand, concluded in their study that teachers' life-wide learning habits did not differ significantly according to their professional experiences. When the literature is examined, it is seen that professional experience does not differ according to lifelong learning habits in studies conducted with teachers (Ayaz, 2016; İleri, 2017; Özçiftçi, 2014; Poyraz, 2014; Tanatar, 2017).

In line with the fifth sub-problem of the research, it was examined whether the life-wide learning habits of public education administrators differ according to their educational status. According to the results of the research, it was concluded that the life-wide learning habits of the administrators did not differ significantly according to their educational status. Similar to this result, İleri (2017) and Yılmaz (2016) concluded that there was no significant difference between teachers' lifelong learning tendencies and educational background. Türkmenoğlu and Aslandağ (2021) and Yıldırım (2020) revealed in their studies that those with a postgraduate degree had higher life-wide learning habits scores. There are studies that show a significant difference in the lifelong learning habits of teachers in favor of those with postgraduate education (Ayaz, 2016; Poyraz, 2014; Tanatar, 2017; Yaman & Yazar, 2015). Abbak (2018), on the other hand, found in his study that teachers with an undergraduate degree were more innovative than those with a postgraduate degree.

In conclusion, it was determined that the life-wide learning habits of administrators were at a high level. According to the results of the research, life-wide learning habits of administrators did not differ significantly according to educational status. However, life-wide learning habits of administrators differed by gender in favor of male administrators, by marital status in favor of single administrators, and by seniority in favor of 1-5 years of seniority.

Limitations and recommendations

The research is limited to the scope of the scale used and the administrators participating in the research. Considering the results obtained from the research;

1. The sample group of this study consists of administrators working in public education centers. Future studies, unlike this research, can be conducted with administrators working at other educational levels.
2. According to the results of the research, it has been determined that the life-wide learning habits of female administrators are lower than that of male administrators in some sub-dimensions. It can be investigated why the level of life-wide learning habits of female administrators is lower.
3. The Ministry of National Education may organize in-service training to improve the life-wide learning habits of administrators, especially those of senior administrators.
4. Within their undergraduate education, students can be encouraged to participate in activities that will improve their life-wide learning habits.
5. Studies on the life-wide learning habits of educators can be conducted using the mixed method.

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Biographical notes:

Gülnur Candan Hamurcu graduated from Ondokuz Mayıs University, Department of Classroom Teaching. She completed her doctorate in İnönü University, Department of Curriculum and Instruction. She is currently working as an Assistant Professor at Erciyes University.

Nazif Türkmen graduated from Karadeniz Teknik University, Department of Classroom Teaching. He completed his master in Erciyes University, Department of Curriculum and Instruction. He is a PhD student in Curriculum and Instruction at Erciyes University, Institute of Educational Sciences.